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AUTHOR	Moore, Rita; Diller, Janelle
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ABSTRACT

This learning module develops basic reading strategies of previewing new information, integrating knowledge, and recalling information in an organized way that may be applied to everyday life or work-specific settings. Vocabulary building and comprehensive recall techniques for a print-rich workplace setting are also emphasized. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

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CE 068 607

Colorado Community College and Occupational Education System
United States Department of Education
Corporate, Workforce, & Economic Development, a division of
Pikes Peak Community College
Current, Inc.

WORKPLACE READING I
Developing Useful Reading Strategies

This curriculum develops basic reading strategies of previewing new information, integrating knowledge, and recalling information in an organized fashion that may be applied to everyday life or work specific settings. Vocabulary building and comprehensive recall techniques for a print-rich workplace setting are also emphasized.

Project Leader: Rita Moore

Lead Instructor: Janelle Diller

Administrative Assistant III: Cindy Blasingame

Author: Rita Moore and Janelle Diller

Teachers: Rita Moore, Janet Budzyna, Janelle Diller

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INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

"I re-evaluated my learning style as a reader."

--Workplace Reading I Student

WORKPLACE READING I: Developing Useful Reading Strategies

Rationale:

There are six sessions for Workplace Reading I which follow the format of introducing strategies for improving organization while reading, increasing speed and meaning, and developing a personal reading style. The first four sessions present information and application activities for students to discuss and practice. The final two sessions are dedicated to individual reading needs applying the philosophy that students need time to assimilate and organize the bulk of information they have been gathering for the last four sessions. Teachers should be familiar with the students' individual education plans and be alert to materials, interests, and needs to address for each student in the last two sessions. Reading is a process that adjusts to a purpose for each one of us individually therefore time to practice the process is vital to students' assimilation of knowledge and understanding of how reading is best approached for him/her. This course seeks to help students become aware of all the knowledge they bring to the reading process and how to effectively put that knowledge to use in the workplace.

Adults are greatly motivated by participating in their own learning process. Throughout the course they will be encouraged to bring in challenging vocabulary and articles or workplace documents that they wish to use as classroom reading materials.

Learning Intentions for the Course:

- Students will develop a process of organizing as they read and be able to articulate the detail of this process to other learners.

- Students will understand that reading is a learning event that represents different purposes for different people depending on goals and needs.

- Students will develop a greater awareness of their own abilities as readers. They will learn to "push" themselves to read a little faster when the occasion demands it, and to rely on their own interpretions of meaning based on a sound organizational process.

Teaching Note: The teaching articles, charts and documents come from newspapers and workplace documents. Teachers should gather a list of reading resources from students to use throughout the course, encouraging them from the first day to bring to class examples of documents they read daily in the work environment or those of general interest. Good sources of reading material for Reading I are local newspaper, the company newsletter, workplace instructions, charts, graphs, and spec sheets.

Rita Moore
Project Leader

Rita Moore and Janelle Diller
Authors

WORKPLACE READING I: Developing Useful Reading Strategies

OVERVIEW OF THE COURSE:

SESSION ONE:

Assessment
The Reading Process
Kinds of Reading
Who, What, When, Where, and How
Vocabulary Journal
Journals
Evaluation

SESSION TWO:

Reading for Details
- Memos
- Letters
- Manuals
- Charts
- Instructions

Vocabulary Journal
Journals
Evaluation

SESSION THREE:

Reading for Summary
- Purpose
- Identifying the audience
- Audience the material is intended for
- Format for re-telling
- Writing a summary or report

Vocabulary Journal
Journals
Evaluation

SESSION FOUR:

Reading for Understanding
- Organizing
- Long and short term recall
- Breaking the code (interpreting basic meaning)
- Predicting meaning
- Inferring meaning
- Understanding and using information
- Development of an Individual Reading Plan

Vocabulary Journal
Journals
Evaluation

SESSION FIVE:

Howto use a thesaurus
Reading Review for Student Needs
Individual Instructional Plans
Individual Conferences
Reading for Greater Speed
Vocabulary Journal
Journals
Evaluation

SESSION SIX:

Reading Review for Student Needs
Individual Conferences
Reading for Greater Speed
Vocabulary Journal
Journals
Evaluation of the course
Evaluation of student learning goals

WORKPLACE READING I: Developing Useful Strategies for Reading

SESSION I

"What I like best is how she tried to make things we learned relate to our jobs."

-Reading I Student

Rationale:

Reading is a process that we use to gather information for some purpose. It is a way of interacting with text and constructing meaning based on prior information, knowledge, and experiences. Reading involves connecting in a meaningful way to the schema we have and predicting new meaning from prior experiences. Organizing and responding as you interact with the language of the text, for whatever purpose you bring to the reading situation, requires the use of reading strategies that you, as a reader, are comfortable with.

Learning Intentions:

- Students will become aware of the experience and knowledge they bring to the reading process.
- Students will be able to identify and describe the main idea and supporting details of an article written for the general public through written summary.
- Students will find the meaning of unfamiliar words through context.
- Students will be able to define "language" in words and discuss its relationship to reading.
- Students will understand the meanings of prediction, inference, and assimilation of information as part of the reading process.
- Students will identify the kinds of reading they do write about those they have particular difficulty with at work.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

Administrative Details:

Suggested administrative processes for beginning record-keeping are attached.

I. **Administrative details**
   A. Attendance and class roster
   B. Participant data sheet
   C. 4x6 cards to include:
      -work extension
      -department name and number
      -work days and hours
      -home phone (optional)
      -personal information

II. **Introduction: "How do we know it's reading? Bring it to a conscious level.**
   A. DISCUSS:
      - What is reading? How do you know?
      - How did you learn to read? Students write a brief paragraph about "How I learned to read".
      - Why do you read?

   B. Application Activity:
      - The teacher should read aloud a passage and ask students to explain how they knew she was "reading".
      - She then reads silently. Discuss the differences between oral reading and silent reading.

   C. **Assessment of Reading Goals and Concerns**
      WRITE:
      "Reading Goals"
      - Discuss what you feel are your reading strengths and why?
      - List what you read in a day. Number them in order of preference. Check those that you have trouble with, especially those that are work-related.
      - On a 4x6 card write at least three goals that you have that are related to reading. On a scale of one to five number describe your achievement level with each of these goals. One is the lowest level of achievement.

      READ:
      FLIPCHART: "Getting the gist of it."
      - After a brief discussion about central or main idea, students read four newspaper articles and answer the following:
        1. Was the article interesting? (Why or why not?)
        2. In a sentence or two, and without looking back, summarize the central idea of each article.
      - Teacher may put results on a flipchart for class discussion.

III. "What Do You Bring to the Reading Process?"

A. OVERHEADS:
"Reading is a process that adjusts to a purpose."
DISCUSS:
"What kind of reading material is enjoyable to read?"
Discuss and list some student responses.
"What reading materials do you avoid?"
Discuss and list some student responses.
OVERHEAD:
Calvin and Hobbs cartoon on language
"What do you bring to the reading process?
-language
-vocabulary
-experience
-knowledge and skill
-an understanding of the logistics of reading
-ability to predict meaning
-ability to infer meaning
-ability to organize and absorb information
-ability to assimilate into new meaning

B. Application activity: Review one of the articles that you just read. Which ones of the above did you bring to the reading process? Explain and share responses in small groups.

C. DISCUSS:
"Reading for Purpose"
FLIPCHART:
"If your purpose is to extract specific information, know what you're looking for."
OVERHEAD: A reading plan

D. Application activity: Read an article from the company newsletter. Answer the "reading plan" questions. Summarize the article based on your responses. Discuss briefly.

IV. Vocabulary and Language

A. OVERHEAD:
"Man's achievements rest upon the use of symbols." - Kozybski
"Tens of thousands of years have elapsed since we shed our tails, but we are still communicating with a medium developed to meet the needs of arboreal man. . ." -Ogden & Richards

IV. Vocabulary and Language Continued:

B. HANDOUT:

- Why does language persist?
- Why does new vocabulary continue to grow?
- What does increasing your vocabulary do for your reading comprehension?
- What are some examples of language development in the workplace?

DISCUSS:
Students may take a few minutes to journal individual responses. Teacher writes each question on a flipchart sheet and students write responses for discussion.

OVERHEADS:

DISCUSS the following conversation:
"What do you mean by democracy?"
"Democracy means the preservation of human rights."
"What do you mean by rights?"
"By rights I mean those privileges God grants to all of us--I mean man's inherent privileges."
"Such as?"
"Liberty, for example."
"What do you mean by liberty?"
"Religious and political freedom."
"And what does that mean?"
"Religious and political freedom is what we enjoy under a democracy."
Source: Hayakawa, Language in Thought and Action, 1978 pp. 161-162

C. VOCABULARY JOURNALS
Students are given folders with paper for keeping "vocabulary journals." Over the next six weeks students will add at least three words and their definitions per week.

Application Activity: Students go back to the newspaper articles read earlier and find three to five unfamiliar words. They should try to get the meaning from context, write it down, and then check the meaning with one of the class dictionaries.

V. Evaluation

A. OVERHEAD:
Student Journal: Introduce with the Calvin and Hobbs cartoon. Students record comments about the class, what they've learned and how they might use this information on the job.

V. Evaluation Continued:

B. Journal Writing: Focus on how you feel about today's lesson and how you will use the information in your personal/ professional life. Please feel free to comment on materials and make suggestions.

C. Student comments on form provided.

CURRICULUM NOTES

I. **Administrative Details**

Pre-Evaluation: Every program will have some kind of record-keeping process. The procedures we've listed have worked for us. Daily attendance sheets and class rosters are kept. Students who complete four out of the six classes receive a certificate of completion at the end of the course. Participant data sheets are federal forms that information that provides a profile of the company. Four by six cards are used by instructors to collect information that will enable them to get in touch with a student outside of class or work if necessary. The participant learner packet contains a summary brochure about the program; who they may call if they have a question about scheduling, class content, etc., an explanation of the process for claiming classtime as work hours; a copy of an individual education plan, and a sample of the certificate they may receive upon class completion.

The portfolio is a folder with paper for journaling; daily evaluation sheets; and a place for students to collect their work for their own assessment and for the instructor's assessment of their work progress.

The pre-evaluation is really a form of self-assessment. Students are asked to list goals related to the course and assign numerical weight to them. At the end of the class the cards are re-examined for progress and students again assign numerical weights to their progress. (Please see attached assessment activity explanation). Students may also take a pre/post test. Administrative details at the end of the session.

Post evaluation is linked to the goal setting and assessment activity above and/or pre and post-evaluation instruments designed by teachers. The course evaluation (attached) and instructor evaluation (attached) are designed to guide the instructional team in making curriculum modifications as well as changes in teaching strategies.

II. A. **Introduction: "How do we know. . ."**

This awareness activity is fun and gets students involved in something they know about. It also helps clarify that oral reading is a "speech activity" and silent reading takes on a different focus.

CURRICULUM NOTES CONTINUED:

II. B. Assessment:

This activity makes students aware of reading goals and assigns a numerial code to this self-study inventory. You may want to ask students to complete a more formal evaluation. I have used the CLOZE test to determine reading levels and abilities. (See supplementary materials.) Another way is to check reading understanding using several general interest/level articles from the newspaper. Always use more than one to get a benchmark due to individual differences.

III. What do you bring to the reading process?

The overheads and discussion items are from a variety of sources. The important part of this segment is that students begin to develop an awareness of their own potential as readers.

This is an excellent time to discuss the kinds of reading materials that students might want to work on in the class that is workplace related. Get students to commit to bringing specific kinds of documents that they want to work on. This begins to give you a resource pool of articles.

IV. **Vocabulary and language:**

The examples given are meant to illustrate that language, not phonics, not sight word rules, or other such instructional idealogy, is the key to reading communication. You may devote less or more time to this section, depending on the student.

EVALUATION

STUDENT DAILY LOG

NAME:

DATE:

CLASS:

1. What did you learn today? What did you find useful about the lesson? How was it interesting?

2. What did you find not necessarily useful, and what could have been done to improve the effectiveness of the lesson?

3. What other reactions do you have to the class, materials, discussion, etc.?

4. Are you comfortable with the material? Why or why not?

5. How have you used any of the information learned in previous classes?

Class: _____

Date: _____

Instructor: _____

	Name	Dept. Number	S. S. Number
1.			
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STUDENT EVALUATION

Pre-Evaluation

Name:_____ **Date:**_____

Course:_____ **Instructor:**_____

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I need to improve my communication skills.					
I need to improve my productivity.					
I need to improve my work attendance.					
I need to improve my self-esteem.					

List 4 goals related to the following that you want to improve in:

Communications:_____

_____

Reading:_____

_____

Writing:_____

_____

Math:_____

_____

Rate yourself on a scale of 1-5 as to where you are with these goals. 1 would be the lowest and 5 would be the highest.

SKILLS FOR A COMPETITIVE WORKFORCE
PARTICIPANT DATA SHEET

Please fill out the following information. Print or write clearly. This information will be used for demographic and statistical purposes only.

SECTION I (Identification)

Name:_____ Social Security Number: ___-___-_____
Last Name, First Name Middle Initial

Street Address:_____ City:_____ Zip Code:_____

Phone Number: (___) ___-_____

Department: _____ Position:_____

SECTION II (demographic information)

1. Yrs. with company (circle one): a. unemployed b. 0-5 c. 6-10 d. 11-15 e. over 16

2. Age: __ 3. Sex: M F

4. Ethnicity (circle one): a. White b. Black c. Hispanic d. American Indian/Alaska Native e. Asian/Pacific Islander f. Other

5. Single: Y N
Head of Household: Y N

6. Is English your second language? Y N

7. Participating in (circle one or more):
   a. Basic Skills Program
   b. GED Program
   c. ESL Program

SECTION III (outcome information)

Assesment Planning:

8. Course Title:_____ (check one: __ Basic Skills, __ GED, __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
9.	Test Higher on Basic Skills: _____				Y N
10.	Improved Communication Skills:				Y N
11.	Increased Productivity:				Y N
12.	Improved Work Attendance:				Y N
13.	Increased Self-Esteem:				Y N

14. Contact Hours: __ __ __ __

15. Course Title:_____ (check one: __ Basic Skills. __ GED. __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
16.	Test Higher on Basic Skills: _____				Y N
17.	Improved Communication Skills:				Y N
18.	Increased Productivity:				Y N
19.	Improved Work Attencance:				Y N
20.	Increased Self-Esteem:				Y N

21. Contact Hours: __ __ __ __

22. Course Title:_____ (check one: __ Basic Skills. __ GED. __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
23.	Test Higher on Basic Skills: _____				Y N
24.	Improved Communication Skills:				Y N
25.	Increased Productivity:				Y N
26.	Improved Work Attendance:				Y N
27.	Increased Self-Esteem:				Y N

28. Contact Hours: __ __ __ __

29. Course Title:_____ (check one. __ Basic Skills. __ GED. __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
30.	Test Higher on Basic Skills: _____				Y N
31.	Improved Communication Skills:				Y N
32.	Increased Productivity:				Y N
33.	Improved Work Attendance:				Y N
34.	Increased Self-Esteem:				Y N

35. Contact Hours: __ __ __ __

Reading is a process that adjusts to a purpose.

What kind of reading material is enjoyable to read?

What do you avoid entirely?

What kind takes more effort?

What do you bring to the reading process?

- Language
- Vocabulary
- Experience
- Knowledge and skill
- An understanding of the logistics of reading
- Ability to predict meaning
- Ability to infer meaning
- Ability to organize and absorb information
- Ability to assimilate into new meaning

If your purpose is to extract specific information, know what you're looking for.

If your purpose is to summarize and act upon have a plan.

Who - What - When - Where - How

Directions: Read the following then answer the who, what, where, when, how, questions. When you're finished, write a brief summary of the article.

"Man's achievements rest upon the use of symbols."

A. Kozybski

"Tens of thousands of years have elapsed since we shed our tails, but we are still communicating with a medium developed to meet the needs of arboreal man..."

Ogden & Richards

READING CLASS HANDOUT

A. Why does language persist? Why does new vocabulary continue to grow?

What does increasing your vocabulary do for your reading comprehension?

B. Increasing your vocabulary should not mean adding new words at random that have no relevancy to you.

It should mean focusing on learning the words that make it difficult for you to read.

C. Vocabulary Journals

Go back to the articles that we read. Find five words that you cannot define. Try to get the meaning of the word from the way it's used in the article. Then look it up in the dictionary and see how close you are. Use the word in a sentence of your own.

Vocabulary journals should be kept over the next six weeks of this course. Please add at least three words and their definitions each week.

What do you mean by democracy?

"Democracy means the preservation of human rights."

"What do you mean by rights?"

"By rights I mean those privileges God grants to all of us-I mean man's inherent privileges."

"Such as?"

"Liberty, for example."

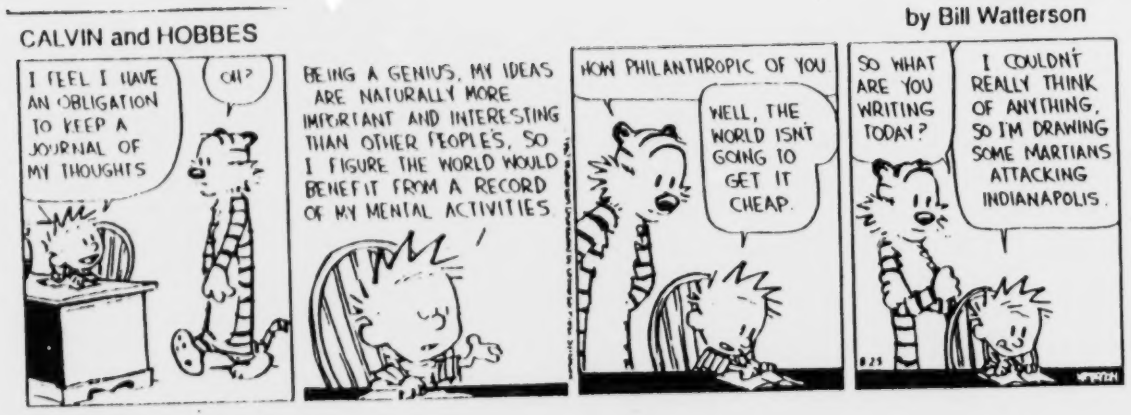
What do you mean by liberty?"

"Religious and political freedom."

"And what does that mean?"

"Religious and political freedom is what we enjoy under a democracy."

JOURNAL KEEPING


CALVIN and HOBBES
by Bill Watterson
I FEEL I HAVE AN OBLIGATION TO KEEP A JOURNAL OF MY THOUGHTS
OH?
BEING A GENIUS, MY IDEAS ARE NATURALLY MORE IMPORTANT AND INTERESTING THAN OTHER PEOPLE'S, SO I FIGURE THE WORLD WOULD BENEFIT FROM A RECORD OF MY MENTAL ACTIVITIES
HOW PHILANTHROPIC OF YOU
WELL, THE WORLD ISN'T GOING TO GET IT CHEAP.
SO WHAT ARE YOU WRITING TODAY?
I COULDN'T REALLY THINK OF ANYTHING, SO I'M DRAWING SOME MARTIANS ATTACKING INDIANAPOLIS.

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THE LANGUAGE PROCESS

CALVIN and HOBBES
by Bill Watterson
HEY DAD, KNOW WHAT I FIGURED OUT? THE MEANING OF WORDS ISN'T A FIXED THING! ANY WORD CAN MEAN ANYTHING!
BY GIVING WORDS NEW MEANINGS, ORDINARY ENGLISH CAN BECOME AN EXCLUSIONARY CODE! TWO GENERATIONS CAN BE DIVIDED BY THE SAME LANGUAGE!
TO THAT END, I'LL BE INVENTING NEW DEFINITIONS FOR COMMON WORDS, SO WE'LL BE UNABLE TO COMMUNICATE.
DON'T YOU THINK THAT'S TOTALLY SPAM? IT'S LUBRICATED! WELL, I'M PHASING.
MARVY. FAB. FAR OUT.

PULBICATION SOURCE UNKNOWN

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WORKPLACE READING I: Developing Useful Reading Strategies

SESSION II

"The teacher really listened."
-Reading I Student

Rationale:

The second session of Workplace Reading I provides a time to review and apply the implicit information about the reading process that students have had some time to think about between sessions. Being able to apply vocabulary that is related to the work environment and have an easier time of understanding business correspondence using the well-known device of who, what, when, where, and how is a practical application of the process we call reading.

Vocabulary is explored as a group in order to give student the opportunity to understand how words may be interpreted differently based on individual knowledge, experience, and schema.

Learning Intentions:

- Students will apply the reading plan of Who, What, When, Where, and How to a workplace document.
- Students will discuss and review the reading process throughout the session.
- Students will share words from vocabulary journals to support and challenge classmates.
- Students will identify the logical development of ideas through major and minor details.
- Students will view alternative types of reading materials such as charts and graphs and determine the central idea of each.
- Students will review table of contents and other reference guides to understanding a workplace manual.
- Participants will understand the differences between workplace document prose and and other kinds of writing.
- Participants will apply a four-part plan to interpreting a workplace document.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

Course Outline:

I. REVIEW

A. OVERHEADS:
Review "Reading is a process";
"What do you bring to the reading process?";
"A reading plan: Who, what when, where, and how."

B. APPLICATION ACTIVITY:
Read a typical workplace document and apply the reading plan. Discuss and flipchart student responses.

II. Vocabulary Journals

A. FLIPCHART:
On the flipchart, students write words that they were challenged by and ask for definitions from the class. The context from wich the word came may be given.

B. Teacher provides a list of words that come from the workplace environment and students define them in small groups, looking up words the meanings of which they do not agree on. The words are then used in sentences. Examples: peruse, summary, initiate, collaborate, coordinate, accomodate, purge, promotion, train.

C. Application Activity: Read at least two memos and one letter from the workplace (this one or one in which the teacher has access to common correspondence examples). Circle any words you do not understand or think need to be changed to improve the clarity of the document. Assignment: Add the words that you don't know to your vocabulary journal along with the definitions.

III. Reading for Details.

A. Discuss:
Using the company memos and letters from C students will dicuss the following . Responses may be put on the flipchart
- Which details logically develop the main idea?
- Which deails help you understand the main idea?
- Which details validate the main idea?

III. Reading for Details. Continued.

NOTICE: Key words and transitions from one main idea to the next.
Key words for major details: one, first, another, furthermore, also, finally
Key words for minor details: for example, to be specific, that is, this means. . .

B. Details to Main Ideas Via Charts

READ:
Using a chart from the local newspaper that shows consecutive order, (such as differences in airline rates over a 10 year span) Identify the central idea. Summarize the chart in small groups. Begin with what happened first, etc.

READ:
Read a feature newsarticle that has an accompaying graph. Flipchart the student responses to the following questions:

- What is the central idea of the article?
- What details support the central idea?
- What is the purpose of the graph?
- What may be interpreted through the graph?
- When might information be better presented through a graph or chart?

IV. Summarizing Work Documents

A. READ: Students read exerpts from a work manual typical of the work environment of the participants. It is helpful to choose one that has a graph or chart.
- Identify the major and minor details of a selected paragraph individually and compare in small groups.
- Discuss how manuals are different from memos and letters.

B. Using reference sections
DISCUSS:
- How are manuals constructed?
- What purpose do they serve?
- How does a table of contents, index or glossary aid the reader?

C. Developing a plan of action for reading difficult material.
FLIPCHART:
- Skim for a general meaning or idea.
- Scan for words/phrases you many not understand
- Identify the purpose of the document
- Scan for details or specific information
- Write down central ideas if possible, or main details
- Read the difficult parts of the documentaloud to yourself.
- Discuss the interpretation with a fellow worker

IV. Summarizing Work Documents Continued

D. Application Activity: In your journals, explain a time at work when the above plan may help you or may have helped you in interpreting a difficult-to-understand document. Discuss as a class.

V. Wrap-up and Review with "Regular" Prose

A. READ
"The Blue Lobster" (source unknown) and identify the who, what, when, where, and how associated with the narrative.

Note: This may be a take-home activity.

VI. Evaluation

A. Student journals : Write about the clearest point you learned today; the muddiest.

B. Student comments on forms provided.

CURRICULUM NOTES:

I. **Review:**
Each lesson is introduced with review. Students only meet once a week and may not have time to refer to their notes or do suggested homework during the week.

II. **Vocabulary Journals:**
Vocabulary building is important. Students will challenge each other and the teacher during this activity. You should be prepared to move this activity along with vocabulary from the workplace that comes from bulletin boards, manuals, newsletters, memos, letters, reports, and any other document germane to the work setting that you are teaching in.

III. **B. Reading for Details:**
The chart from the newspaper is intended only as a sample. It would be much more meaningful to students if you found a chart in the local paper or in one of the workplace documents to use for the lesson. Charts and graphs are tough for adult learners who have never learned to approach them just as you would any other visual form of communication: central idea, purpose, and details. Students may also create a chart of their own and try it out on classmates.

WORKPLACE READING I: Developing Useful Reading Strategies

SESSION III

"The class helped me to organize thoughts and remember things as I read."
---Reading I Student

Rationale:

Not every reader has internalized a system for organizing information that works in a practical setting. While most of us readily organize when we read for pleasure, we often find it difficult to focus on a plan for remembering information in a more practical, work day setting. This skill or strategy can be developed through the familiar context of following directions.

Another strategy that students will work on is increasing their reading speed. Most adults find this is important in a workplace environment where there is a great deal of printed information to absorb daily. Increasing speed increases confidence and helps the student to focus on an organizational plan for reading.

Learning Intentions:

- Students will become familiar with a plan for organizing information such as the central idea and supporting detailsas they read.
- Students will practice reading and following written directions and be able to explain how this skill can help them develop organizational strategies for reading workplace documents.
- Students will read a summary or workplace report and identify the plan they used for organizing as they read.
- Students will become familiar with at least five new vocabulary words of their choice.
- Students will practice increasing their reading speed while retaining their basic understanding of the reading.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

COURSE OUTLINE:

I. Introduction

A. REVIEW: "Developing a Plan of Action for Reading"
- Central ideas
- Skimming
- Scanning

B. APPLICATION ACTIVITY:
Students read a short article and review the process of developing an plan of action from Session II.

II. Following Written Instructions

A. DISCUSS:
When was the last time you followed written directions successfully? When have you failed? Discuss the various situations and strategies students may use to follow written directions.

OVERHEAD or HANDOUT: Select a familiar set of directions (sick leave procedure) and one unfamiliar (filling out a tax form). Discuss how students would approach each one. This may be a large or small group activity.

B. Try this strategy with each set of directions in small groups or individually:

Step I:	Define your goal.
Step II:	Identify the steps to follow.
Step III:	List the items you need to reach your goal.
Step IV:	Clarify any details or steps you don't understand
Step V:	Step back and evaluate the end result.

III. Reading a Summary or a Report

A: DISCUSS:
"Retelling or summarizing the writing."
FLIPCHART or OVERHEAD:
Retelling is a way of telling about what you read in your own words. It is useful because it lets the reader choose the details and events that were the most meaningful to him or her and then see if those details are what he/she needed to get from the reading task.

III. Reading a Summary or a Report Continued:

OVERHEAD:

Retelling steps to follow:

Step I: Define the writer's purpose.

Step II: Identify the central idea or ideas.

Step III: Choose important details to remember, act on, or pass on to others.

Step IV: Evaluate for your purposes as a reader.

B. APPLICATION ACTIVITY:

Students will apply the retelling steps to a summary or report that is germane to their work environment. Discuss as a group.

IV. Comparing Strategies

A. OVERHEAD:

Review the strategy for following directions and the strategy for retelling. Discuss the similarities and differences.

V. Increasing Reading Speed and Retaining Meaning

A. HANDOUT: Distribute several copies of the handout to each student. Explain that they may use these outside of class for practice or in the time allowed for this activity during each reading class.

DISCUSS:

Reading quickly while retaining the central idea/s is often a useful or even required skill in the workplace. Students should identify a time when they had to read quickly to get the job done in a timely manner.

B. APPLICATION ACTIVITY:

Students read a newspaper or magazine article for one minute. When the teacher calls time, the student will mark his/her place and continue reading the article as quickly as possible. Upon completion of the article, the student writes a simple summary or "retells" the article based on the strategies discussed earlier (steps 1-5). In future reading sessions, students will continue the timed activity, finish the reading, and summarize, then discuss how they have improved their speed and retained their understanding especially as related to a variety of reading types.

VI. Vocabulary Journals

A. On the flipchart, students write words that they were challenged by and ask for definitions from the class. Context may be given.

VI. Vocabulary Journals Continued.

B. Teacher provides a list of words that come from the workplace environment and students define them in small groups, looking up words whose meanings they do not agree on. The words are then used in sentences.
Examples: peruse, summary, initiate, collaborate, coordinate, accomodate, purge, promotion, train.

C. Application activity: Read at least two memos and one letter from the workplace (this one or one in which the teacher has access to common correspondence examples). Circle any words you do not understand or think need to be changed to improve the clarity of the document. Assignment: Add the words that you don't know to your vocabulary journal along with the definitions.

VII. Evaluation

A. Student journals: Students write how they will use steps 1-5 at work or for personal reading.

B. Student comments on forms provided.

CURRICULUM NOTES:

II. Following Written Directions:

B. The sets of directions should be familiar and unfamiliar. This is a good time to practice directions from a workplace setting such as the steps in requesting sick leave or how to clean the printing presss.

III. Reading a Summary or a Report:

Usually the reader has a specific purpose in reading a summary or report related to the job. The class should discuss a variety of purposes and when they have had to read a summary or report and what the outcomes were. Re-telling is a way of helping students to organize as they read so that with practive, re-telling becomes a mental activity later. Students might also be introduced to notetaking activities at this time if they have expressed interest or need.

FOLLOWING WRITTEN INSTRUCTIONS

Strategy:

Step I: Define your goal

Step II: Identify the steps to follow

Step III: Name the items you need to finish the task

Step IV: Clear up any details you don't understand

Step V: Evaluate the way you did the task

READING A SUMMARY OR A REPORT

Steps to Follow to Retell

Step I: Define the writer's purpose

Step II: Identify the main idea or ideas

Step III: Choose important details to remember, act on, or pass on to others

Step IV: Evaluate for your purposes as a reader respondent

Application: Read the report.
Identify Steps I-IV.

READING FOR GREATER SPEED AND RETAINING MEMORY

Name of Article:_____

Time: Began:_____ End:_____

Words Per Minute:

Summary Sentences:

SUPPLEMENTARY ACTIVITY

To get a job, you must complete an application form. You must show proof of your address. You can show a driver's license or a passport. You must show references from at least one other job.

1. What is your goal in following the directions?

_____

_____

_____

2. What three things must you do to reach your goal?

_____

_____

_____

3. What items will you need to reach your goal?

_____

_____

_____

4. What details do you need to understand better?

_____

_____

_____

WORKPLACE READING I: Developing Useful Reading Strategies

SESSION IV

"This class improved my reading speed and my concentration even more."
--Reading I Student

Rationale:

Review is a key process to developing the individual's potential for organizing reading material and retaining meaning. Calling the student's attention to long and short term recall will help establish his/her purpose for reading the document. Questions such as "How much time should I spend on this reading?" and "What specific information do I need?" make sense using long and short term recall need analysis.

Session IV incorporates the strategies from sessions 1-3 with the purpose of inviting students to begin to unconsiously organize as they read and include the steps from the strategies that suit the immediate reading purpose.

Students are introduced to prediction and inference strategies in this lesson because they are natural activities that the students can easily relate to. Prediction and inference are useful in increasing the organizational process in reading. These strategies are expanded in Reading II.

Learning Intentions:

- Students will learn to make decisions about how much time they need to spend on reading particular documents based on purpose and need.
- Students will develop an awareness of how prediction and inference can be used to maximize reading effectiveness.
- Students will identify progress that they have each made during time spent on their individual reading plans.
- Students will develop a continuation of the individualized plan for the final session.

Curriculum Notes:

- Curriculum notes and references follow the course outline.

Course Outline:

I. Introduction to the Big Picture

A. REVIEW:

- Remembering through organization: Students discuss how they used steps 1-5 and if this was helpful to their reading effectiveness.

OVERHEADS:

- Preview
- Skim for meaning/purpose
- Scan for details
- Identify your purpose or goal and the writer's purpose
- Read
- Organize as you read, then recall(retell)
- Report and use
- Review the reading as needed.

B. APPLICATION ACTIVITY:

Students read an article from the company newsletter, a memo, or report that is workplace related without applying the steps above. Summarize in a few sentences and share with the group. The teacher should flipchart the steps and ask students to read another article while applying the steps. Students write a brief summary, including references to as many of the steps as possible. Compare the different reading experiences. Review the steps by making notes to the flipchart with student information from the appropriate steps.

II. Breaking the Code: Interpretating meaning through careful analysis of difficult readings.

A. DISCUSS:

- Long term recall
- Short term recall
- How are each one applied and/or activated?
- Review the term "schema" and ask students to relate it to short and long term recall. (See overhead).
- How can use of schematic information become a useful reading strategy.

B. APPLICATION ACTIVITY:

- Read a newspaper article of general interest.
- Apply the steps of reading organization.
- Think about the experiences from long-term recall that you brought to the reading.

II. Breaking the Code: Interpretating meaning through careful analysis of difficult readings. Continued:

C. APPLICATION ACTIVITY:
- Read a difficult article or exerpt from a workplace training manual or similar document.
- Apply the steps of reading organization.
- What meanings do the students interpret?
- Review the steps to clarify any information or missing details.
- Discuss the process.

III. Prediction

A. Discuss and define the term "prediction" and how it applies to the reading process.
FLIPCHART: Write the definition that the class agrees is appropriate.

B. The teacher should read aloud a few sentences from any article or story. Ask students to predict the next step or action.

C. Application Activity: Using any or all of the articles that the group read during today's session, ask students to reflect a moment on how they used prediction in reading.
FLIPCHART: Examples of predicted meaning
OVERHEAD: Prediction

IV. Inference

A. Discuss and define the term "inference"
FLIPCHART: A definition for inference as dictated by the class

B. OVERHEAD:
- cartoons
- editorials (see sample from Current, Inc. *Impressions* in Supplementary Materials)
- results of a recent company survey
- minutes from a team meeting

C. APPLICATION ACTIVITY:
Give students copies of a document that is workplace related. An editorial from the company newsletter or a feature about a fellow worker are good examples to use. Ask students to read the article and write in their journals what kinds of inferences they made about the content of the document. Discuss in small groups and flipchart the results.

V. Vocabulary Journals

FLIPCHART:

A. SUGGESTED VOCABULARY:

- recommendation
- organization
- dynamic
- forecast
- vernacular

B. APPLICATION ACTIVITY:
Students will discuss the words, use them in a sentence and write definitions for them They may then check their definition with the dictionary.

VI. Increasing Reading Speed and Retaining Meaning

A. DISCUSS:
Reading quickly while retaining the central idea/s is often a useful or even required skill in the workplace. Students should identify a time recently when they had to read quickly to get the job done in a timely manner.

B. APPLICATION ACTIVITY:
Students read a newspaper or magazine article for one minute. When the teacher calls time, the student will mark his/her place and continue reading the article as quickly as possible. Upon completion of the article, the student writes a simple summary or "retells" the article based on the strategies discussed earlier (steps 1-5). In future reading sessions, students will continue the timed activity, finish the reading, and summarize, then discuss how they have improved their speed and retained their understanding especially as related to a variety of reading types.

VII. Evaluation

A. Student journals
WRITE:
The teacher should distribute the students' individual education plan and ask each one to choose reading strategies and difficult reading materials that they want to work on during the last two sessions. The IEP will remind the student of his/her initial reading goals and guide their choices. While students write, the teacher should meet individually with each one and make plans for the kinds of reading material to provide during the final sessions. Students may be responsible for bringing in various reports, manuals, or documents that they wish to be reading for job-related needs.

B. Evaluation forms for student comments.

CURRICULUM NOTES:

I. Introduction to the Big Picture:

By this time, students are beginning to get used to organizing as they read. They may be a little confused about how many steps of the plans and processes they need to incorporate each time they read. This is a good time to talk about using whatever works for the individual reader. While there is no magical plan, students should by now be able to identify steps to reading organization that are most useful to them and that they are using regularly.

III. Prediction:

It is helpful if you continue to use examples of workplace documents as you teach typical reading strategies. Team minutes are good examples to use or minutes from any company meeting that you are able to access. The company newsletter is always an excellent source of workplace reading. The supplementary articles from Impressions, Current's newsletter, are examples of such selections. The readings that you select should be germane to the environment that the student works in to insure transfer of learning.

VI. Increasing Reading Speed and Retaining Meaning:

Workplace documents may be used in place of the general interest readings.

Preview

Activates Schema!

It gets you ready to interact with the text by pulling out all relevant computer chips.

-- Brenda Smith
Bridging the Gap

Schema

A skeleton of knowledge in your brain on a particular subject. As you learn more about the subject, you flesh out the skeleton with new information and the skeleton grows. (Like a computer chip).

--Brenda Smith
Bridging the Gap

Prediction:

Integrating prior knowledge while we read to predict what will happen and make your reading comprehension smooth.

--Brenda Smith
Bridging the Gap

Identify purpose

Scan for details

Skim for meaning/ purpose

Preview (A good "once-over")

WHAT'S THE LINK?

Organization

Only through organization can information become established in long-term memory.

Only through organization can it be retrieved again.

Journal

How is organization related to comprehension?

REMEMBER THROUGH ORGANIZATION

LONG-TERM: Requires a positive action to get it out. Like a name, or description.

SHORT-TERM: Limited recall but information can be brought out immediately.

REVIEW

Helpful hints to see you through charts and diagrams.

- **SKIM**
  - **Identify the purpose/meaning.**
  - **What is your reason for reading?**

- **SCAN**
  - **What are important details?**
  - **What is the central idea?**

- **TALK THE VISUAL THROUGH TO YOURSELF OR MAKE NOTES TO HELP YOU UNDERSTAND IT**

- **DISCUSS THE MEANING WITH A FRIEND**

Organize as you read then recall

WORDS

Retooling	Extraneous
Concept	Anecdote
Economics	Illusion
Conventional	Metabolic
Faculty	Lapse
Atrophy	Adept

Supplementary Reading Suggestions

- Company Newsletters
- Company Announcements
- Local Newspapers
- Training Manuals
- Specifications Sheets
- Political Cartoons
- Reports
- Charts & Graphs
- Business Correspondence
- Interoffice Memos
- Written Directions
- Student-Suggested Material

WORKPLACE READING II: Developing Useful Reading Strategies

SESSION V

"I like the use of dictionaries and the thesaurus."
-- Reading I Student

Rationale:

Practice is an important part of increasing reading speed and accuracy. The final sessions will be dedicated to review of the reading process, refinement of the steps used to organize blocks of information as the student reads, time for vocabulary building, and individual conferences to insure students are working on individualized reading needs. It is a time for reflection and practice.

Learning Intentions:

- Students will use the individual plans developed during session four during at least one hour of each of the final sessions. The reading and practice activities are based on their choice and need.
- Students will develop greater vocabulary skills and an awareness of words in context.
- Students will review the use of a thesaurus.
- Students will continue to increase reading speed while retaining the central idea and main details.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Introduction:

A. REVIEW:
Students will review the overhead from Session I about what they bring to the reading process, the purposes associated with reading, and the simple who, what, where, when, and why action plan for meaningingful reading. The steps from Session IV on preview, skim, scan, purpose, organization, and review will also be discussed as a more sophisticated breakdown of the simple action plan.

I. Introduction: Continued.

B. READ:
Students will read a short, high interest article and apply the steps from Session I. Discuss the steps from Session IV.

II. Increasing Reading Speed and Retaining Meaning

A. DISCUSS:
Reading quickly while retaining the central idea/s is often a useful or even required skill in the workplace. Students should identify a time recently when they had to read quickly to get the job done in a timely manner.

B. APPLICATION ACTIVITY:
Students read a newspaper or magazine article for one minute. When the teacher calls time, the student will mark his/her place and continue reading the article as quickly as possible. Upon completion of the article, the student writes a simple summary or "retells" the article based on the strategies discussed earlier (steps 1-5).

III. Vocabulary Journals

FLIPCHART:

A. SUGGESTED VOCABULARY:
Students write challenging words on the flipchart.

B. APPLICATION ACTIVITY:
Students will discuss the words, use them in a sentence and write definitions for them They may then check their definition with the dictionary.

IV. Individual Reading Plans

A. The information from the individualized conferences Session III and student journals will be transferred into the following categories in a written plan by students: Goals, reading strategies to use to reach those goals, and materials to be used. Students will spend about 1 hour working on the plan they have created.

B. During the last 10 minutes of time alloted to work on the individual plans, students should generate a new plan for Session VI individualized reading practice time.

V. Evaluations

A. Student Journals:
WRITE:
Students should write a brief summary of how much they think they accomplished by working on individual plans. They should also discuss specific plans for continuing to work on their individual goals throughout the week.

B. Student comments on form provided.

CURRICULUM NOTES:

IV. Individual Reading Plans:

Students should be participants in the learning process. These plans should be clearly articulated goals (usually three to four) and have the reading strategies and materials listed that the students will use. Goals may include increasing vocabulary and/or increasing reading speed and understanding. You should keep on hand a selection of resource reading materials that can now be used in this activity. Students may have brought in reading selections. Another good source of workplace reading materials is the human resource or training coordinator. Students should develop a continuation of the plan for Session VI. As the student works on his/her goals and plans, you should be available to answer questions and to note progress.

Alternate Activity: If the students are not yet ready to complete individualized plans, then the last two sessions are excellent times to review the reading strategies that have been presented during the first four sessions. You should determine through student evaluations, journals and class discussions what strategies such as re-telling, inference, prediction, and organizing that they want to work on as a group. If the group is small, this is a very effective time for practice.

Workplace Reading I: Developing Useful Reading Strategies

SESSION VI

"I learned some things that I really want to know about my reading."

--Reading I Student

Rationale:

This session is the same as Session V with the exception of ideas related to schema. Students were introduced to schematic devices in the first session of the course and have been reminded periodically of how to interact with text based on prior knowledge. Prediction strategies and schema work together in the organizational process of reading. Prediction is integrating prior knowledge while we read to predict what will happen and make your reading comprehension smooth (Smith, 1993). "Good readers make predictions, describe the picture forming in your head, share an analogy, verbalize a confusing point, and demonstrate fix-up strategies" (Smith, p. 49, 1993).

Learning Intentions:

- Students will learn simple techniques of associating words with phrases or images to help them remember difficult words.
- Students will discuss and give examples of schematic responses to reading material.
- Students will understand why schema and prediction are important strategies to use in workplace reading.
- Students will assess accomplishments on each of their individual reading goals.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I. Introduction

A. REVIEW THE DEFINITION OF PREDICTION FROM SESSION IV.

I. Introduction Continued:

B. DISCUSS HOW PREVIEWING MATERIAL ACTIVATES SCHEMA:
It prepares the reader to interact with the text by pulling out relevant information from prior experience (Smith, 1993).

C. DISCUSS: "How do good readers think?" (OVERHEAD).

D. APPLICATION ACTIVITY:
Handout a brief exerpt from any writing. Ask students to identify the schema they first brought to the reading and how it changed as they read. The idea is to help students understand how prediction and schema work together. (See sample from *All I Really Needed...)*

E. APPLICATION ACTIVITY:
Using the overhead on "How to Remember New Words," demonstrate how prior knowledge and schematic response aid in word association
(Smith, 1993).

F. APPLICATION ACTIVITY:
In small groups, students review their individualized plan of study for today and determine, with the help of classmates, how they might add practice time for schema and prediction.

II. Vocabulary Journals

FLIPCHART:

A. SUGGESTED VOCABULARY:
Students write challenging words on the flipchart or the teacher may write workplace vocabulary words associated with the students' work site.

B. APPLICATION ACTIVITY:
Students will discuss the words, use them in a sentence and write definitions for them They may then check their definition with the dictionary. Using a thesaurus, students write a synonym for each of the words.

III. Individual Reading Plans

A. The information from the individualized conferences and student journals have been transferred into a written plan by students during Session V. The following categories will be addressed: Goals, reading strategies to use to reach those goals, and materials to be used.

III. Individual Reading Plans Continued

B. During the last 10 minutes of time alloted to work on the individual plans, students should review their reading speed and understanding progress. The following questions should be addressed:
   - How much faster do I read since I began this practice?
   - Am I satisfactorily retaining meaning?
   - Am I reading all documents at the same rate with the same level of understanding?

IV. Evaluations

A. Student Journals:
   WRITE:
   Students should write a brief summary of how much they think they accomplished by working on individual plans. They should also discuss specific plans for continuing to work on their individual goals.

B. Review goals and numerical assessments that students assigned to those goals during Session I. Students should assess their improvements on each goal.

C. Student comments on form provided.

D. Course evaluations

E. Instructor evaluations

CURRICULUM NOTES:

I - IV: Students should be able to discuss what they have learned and how they have applied it. Since this is an introductory course that is designed to give the students enough information and practical reading strategies to continue to improve reading competency on their own, I have not included a formal assessment procedure. I do If you wish, a CLOZE post-test may be given and student gains compared with the findings from the CLOZE test given during the first session. Student results should be shared with individual students.

IV. **B. Review of Goals:**
The goals that students wrote during Session I should be re-evaluated and student progress noted according to the directions of "Participatory Goal Setting."

How Do Good Readers Think?

- **Make predictions**
- **Describe the picture forming in your head**
- **Share an analogy**
- **Verbalize a confusing point**
- **Demonstrate fix-up strategies**

--Brenda Smith
Bridging the Gap

How to Remember New Words!

- ✓ **Associate words in phrases.**
- ✓ **Associate words with images.**

Example: "Different"

Phrase: He lives in a different place than I.

Images:

--Brenda Smith
Bridging the Gap

Supplementary Handouts:

- "The Blue Lobster" (source unknown)
- Exerpts from news articles: Samples of the kinds of articles that work well
- *Impressions* Articles
- *All I Really Need to Know I Learned in Kindergarten* Article
- Cloze Procedure

THE BLUE LOBSTER: A LIFE CYCLE

The last rays of the sun melted across the floor of the summer sea. They glowed on a rock ledge where a mother lobster had taken shelter.

She glided out on the tips of her slender legs, her body heavy with the thousands of ripe eggs that she had carried for a year and a half.

The eggs were cemented with a sticky fluid to the hairs on her swimmerets, a double row of swimming paddles under her body. Even when she rested, the swimmerets beat back and forth to keep the eggs fresh and clean. Whenever she sensed danger, her armored tail curved round her eggs to shield them.

That evening they were ready to hatch. She raised her tail and violently shook her swimmerets till hundreds of baby lobsters streamed away from her and rose toward the fading light. On the next few nights she would release hundreds more.

The babies that hatched from the lobster's eggs did not look like her. They were big-eyed and transparent, about the size of mosquitoes. Nor did they behave like lobsters. They rose and fell aimlessly near the surface and tried to eat everything in sight, including each other.

Lobster mothers carefully tend their eggs, but they never stay with their young after they hatch. Since lobsterlings are food for many sea creatures, not many survive without the mother's protection.

On the dawn of the following day the surface of the water stirred and flashed with brassy glints like a shower of new coins. A school of young herring were sifting the water with large gaping mouths to strain out any floating particles of food. The little lobsters, knowing no fear, bobbed innocently in their path.

The fish had already eaten half the babies when suddenly their orderly ranks broke in panic and confusion. Bluefish were attacking. As the blues tore through their school, the herring fled in all directions. The remaining lobsters drifted unconscious of their narrow escape.

More of them were killed by other surface-feeding fish and sea birds. Wind and currents scattered the few that were left until one of them found herself alone, many miles from the place where she was born.

The lobsterling shed her shell four times in the next few weeks until the shell underneath looked just like her mother's, except in one special way. Instead of being greenish brown like other lobsters, she was, by an accident of nature that sometimes happens, a glorious blue.

Her eyes were on movable stems. She could see in all directions, but she could see only dimly. She had to rely on touch hairs all over her shell to feel vibrations in the water. And with her new lobster body came an instinct that told her to leave the light and hide from her enemies in the loose stones near the shore.

As a person's bones grow, his muscles and skin grow at the

same time. But a lobster doesn't have bones. Its skeleton is the hard shell that covers all of its body. The shell cannot grow, and as the lobster's body grows inside, its shell becomes too tight.

Soon after the blue lobster began living on the bottom, she became restless and uneasy. She felt a great swelling from within, as though her shell would split apart...and then it did. It split right across the back and the lobster struggled free of it.

Underneath, a new shell had formed, but it was still soft and she was defenseless. She dared not look for food, even under the cover of darkness. She ate the old shell. It was full of calcium, which would help to harden the new shell. During the following week while the new shell was still soft, she was able to grow larger.

When winter came, she moved to deeper water and burrowed in the mud. Lobsters are cold-blooded, which means their bodies adjust to the outside temperature. When the temperature was low, she ate less, grew less and slowed to the point of appearing lifeless.

By her first birthday the next summer she had outgrown her shell ten times and was two inches long. She lay in ambush in the swaying eel grass, catching small crabs and fish that came within reach.

As the years passed, she grew in size and strength. She was able to hunt for shellfish, cracking them with her large crusher claw. Her delicate second pair of walking legs picked out the

meat and brought it to her mouth where it was shredded.

She learned always to be alert to danger. Once, as she plowed for clams, the sand began to ripple. A flat, buried object broke away from the bottom. The lobster quickly backed under a rock as a large skate, who would have eaten her, swooped off like a kite dipping in the wind, steering with his long tail.

When she was six years old, she weighed about a pound, the size her mother had been when the blue lobster was born. Like her mother she hid by day in a rock crevice, only leaving at night when she was hungry.

One evening a fishy odor drifted into her fortress. Her sensitive antennae picked up the lovely smell. They waved back and forth.

The promise of a good meal lured her from the rocks. She set out in her blue shell armor, its touch hairs guiding her through the gloom like a cat's whiskers.

The odor of food grew stronger. The lobster's excited antennae waved faster, her mouth parts worked, her beady eyes stretched on their long stalks.

And then she saw the appetizing chunks of fish cradled in a wooden basket. She was just about to tiptoe up and eat when her touch hairs felt the warning vibrations of an intruder.

She whirled around, claws raised in defense. Another, larger lobster had come to dinner. The newcomer shoved the blue lobster to show his superior strength. Far beneath the

path of the full moon across the water the two lobsters locked their great claws together. They strained and heaved with all their might. The struggle was slow and silent.

One of the strange things a lobster can do is detach its leg or claw at certain joints and grow one back again. But if a claw is torn off in the wrong place, the lobster might bleed to death. Since the blue lobster could not break the other's hold, she chose to detach her smaller claw and escape. She flipped her tail and shot backward, stirring up a screen of mud to cover her retreat. She scurried to the nearest shelter, an abandoned rubber boot.

While the blue lobster cringed in the boot, the winner entered the basket to claim his prize. He ate with a great deal of energy, tearing and flinging the fish about, spitting up the undigestible parts.

But when the well-filled lobster tried to find his way out, he discovered the basket was, in fact, a trap.

When the morning light began to filter through the inky water, time for lobsters to return to the safety of their caves, both heard the sound of oars striking a boat. It was the sound of man, who is the lobster's worst enemy.

The lobster pot was raised slowly out of sight, its prisoner never seen again. The basket was lowered baited with fresh fish.

Peering from her hiding place in the boot, the lobster could see that the new bait had attracted another killer--a dogfish shark. His nose was the keenest of all the fish, and his teeth

were especially designed to crush a lobster.

The shark began to circle slowly, then faster and faster. It made a sudden lunge and snapped at the trap. And then just as suddenly, it swam off.

As adults, lobsters grow at a much slower rate and need to shed only once a year. The next time the blue lobster shed, her new shell had formed the bud of another claw.

While she was still soft, a male lobster was attracted to her. He began to dance on the tips of his walking legs. His long antennae waved back and forth, stroking her. Then he gently rolled her onto her back and deposited a fluid called sperm into a special pocket in her body. Eggs were already growing inside her, but without this sperm they would not develop into baby lobster.

She carried the eggs for nine months until one day she again turned onto her back. The lobster forced out her eggs in a sticky mass and added the sperm that she had been saving in the special pocket all this time. The eggs stuck to her swimmerets for another nine months until they hatched.

Few of her children would live to shed their shells as many times as she or learn all she had about survival.

In the lobster's old age she was seldom seen outside her cavern under the deep water of the ocean. Her bright blue shell was now jeweled with crusts of barnacles and waved with seaweed streamers. She lived to the rare ripe old lobster age of twenty and grew to weigh almost thirty-five pounds.

EXERTS FROM SAMPLE NEWS ARTICLES

AIR POCKET SAVES AREA WOMAN'S LIFE

by Tracy Seipel and Stacey Baca - Denver Post, January, 1994.

A skier buried under an estimated "two-ton truck" of snow miraculously escaped death in a midmorning avalanche yesterday at Copper Mountain Resort.

Kathy Koreny of Lakewood was apparently traversing the bottom of Spaulding Bowl at about 11:50 a.m. when a curtain of snow covered her, said resort spokesman Kristen Kopplin.

Kopplin said resort officials are investigating whether Copper Mountain ski patrol members trying to stabilize the snow in a closed area above KIoreny may have inadvertently triggered the slide.

EXERTS FROM SAMPLE NEWS ARTICLES

PUBLIC HOUSING FACES CUTS

Clinton proposal axes aid to elderly
by Alan Fram - Denver Post, January, 1994.

WASHINGTON - President Clinton will propose cutting more than $2 billion for public housing next year - particularly slashing aid to the elderly, congressional sources said yesterday.

At the same time, the administration will call for boosting spending for the homeless by nearly 50 percent and nearly doubling a rent subsidy program for the poor, said congressional aides and lobbyists who spoke on condition of anonymity.

The cuts for public housing construction and renovation are certain to create an uproar among members of Congress and advocacy groups that support those programs. About 5 million families get federal rental assistance or live in dwellings that were built or rehabilitated with federal funds.

EXERTS FROM SAMPLE NEWS ARTICLES

STATIC STATS

Hinsdale: No '93 births, deaths
by Kit Miniclier - Denver Post, January, 1994.

Not much happens in Hinsdale County, but even that can be news.

Hinsdale - with a winter population of fewer than 460 - recorded no births and no deaths last year, which fairly unusual even for Colorado's smallest county.

"Usually we have two or three deaths a year", often tourists who die of heart attacks or in accidents, said county historian Grant Houston. Houston also serves as publisher of the weekly Silver World.

Indeed, 1993 was the first year since 1956 without any deaths, said Houston and County Clerk Linda Pavich-Ragle.

Central Idea Handout

WHO?	
WHAT?	
WHERE?	
WHEN?	
HOW?	

What is the central idea of this passage?_____

_____

Talking About Current

"Talking About Current" provides employees the chance to ask Current President Jon Medved about job-related issues that concern them. If you have any questions, please send them to Anne Holmberg in Training & Communications, ext. 2617.

Jon Medved

Beliefs Survey Update

Every employee at Current should be aware of our corporate beliefs that "people are the cornerstone of our business; that "we must be spirited, profitable, and growing;" and that "we must conduct ourselves responsibly within all relationships."

Those beliefs are more than mere words on a piece of paper. They are concrete guides for how we ought to conduct our daily business, both inside and outside Current.

Last Spring, we decided to survey employees to find out if they really were informed about our beliefs and to what degree they thought we were living up to them. We wanted the survey to serve two purposes. First, we wanted it to answer our questions about employees' perceptions of our beliefs. Second, we wanted it to help us get employees actively involved in helping make Current a more effective company and a better place to work.

Because of the number of employees and the complexity of the questions we were asking, we decided to start with a relatively small survey group. We knew the responses might not all be as positive as we would have liked, and we wanted to be sure we developed a constructive process for responding to employee concerns and involving them in developing and implementing suggestions for improvement.

The Stone plant volunteered for our test run. Everyone there took the survey last August, and they've been busy ever since analyzing the results and developing plans to deal with the problems and concerns identified. The whole process has been very useful—for everyone—but it's also been very difficult and more time consuming than we expected.

By starting out with a smaller group, we learned a lot about what had to be done to make the survey and follow-up as effective and unstressful as possible. Among other things, we learned that we shouldn't offer the survey to everyone in the company at the same time as we had originally planned—the process is just too complex and the issues and concerns identified in the survey are too varied. We also learned that department

(continued page 6)

Talking About Current

(continued from page 3)

discussions and problem solving meetings, which are a vital part of the process, required more time and support than we'd anticipated.

As a next step, we have decided to again limit the departments involved. This next phase will survey Information Systems, Merchandising, Product Scheduling & Analysis, Art, Freelance, Revamp, Lettering, Technical Design, Editorial Services, Creative Copy, Advertising Design, Advertising Copywriting, Licensing, Packaging, Warehouse, Envelopes, and Order Fulfillment. Those employees will take the survey during the first week of March; in April and May, they'll learn the results and begin planning how to implement necessary changes. Once these departments have completed the survey and planning process, we anticipate all remaining employees will be scheduled to take the survey later in 1994.

I want to stress that I am personally committed to following through on this important program, and that Current is just as firmly committed to ensuring we live up to the basic beliefs under which we operate. We want to hear employees' concerns, and we want to provide a way for everyone to participate in improving Current.

The first survey taught us a lot. We expect to learn even more from our next group, and to keep on learning with every group after that. Based on our experience, we may continue to modify the program. By the end of 1994, however, we are planning that everyone at Current will have had the opportunity to participate in the Beliefs Survey and to develop action plans to improve our corporate climate.

(Anyone needing a copy of the Current Missions and Beliefs Statement should call Anne Holmberg, ext. 2517.)

Article from Current, Inc. Impressions Newsletter

Code 88!

No one at Current likes to hear a code 88. It means someone is ill or injured and in immediate need of assistance. But when the emergency code is announced, it's comforting to know there are people around who will know what to do: they're the Care Team, and they work in departments throughout the company on all shifts.

The fifty-plus members of the Care Team are volunteers who have accepted the responsibilities and challenges of their often thankless job because they want to help others, and because they are committed to making Current a safer place to work.

"Care Team members are trained in emergency first aid and CPR skills," says Current Occupational Health Manager Connie Reynolds. "They've all just completed an eight-hour recertification class under the instruction of a certified paramedic. Everyone in the class had previous experience, either on the Care Team at Current or on their previous jobs, but we want to be sure they have the latest information in the field. That's why we require they go through a minimum of eight hours of recertification training every year."

The classes included a chance for everyone to practice bandaging techniques on their fellow classmates and to perform CPR on specially-designed dummies.

"We're in the process of reorganizing the CARE Team," Connie adds. "We'll also be providing some additional special training on blood-borne pathogens and on triage, which is the process of determining priorities for medical treatment when there are a number of people injured, such as following a natural disaster like a tornado."

Connie stresses the training is essential, but so is the CARE Team members' commitment. "The CARE Team are often the first people called when someone at Current is injured or suddenly taken very sick. They don't get much recognition, but they are a very important part of our continuing effort to make Current as safe a place to work as possible."

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SAMPLE EXERPT TO USE IN IDENTIFYING SCHEMA AND RAISING AWARENESS OF PREDICTION:

ALL I REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN
By Robert Fulghum

Having paid in advance, I wonder if he will return. At age forty-five, I am cynical. Too cynical. Come morning, he has returned to his task, first checking the previously raked yard for latecomers. He takes pride in his work. The yard is leaf-free. I note his picking up several of the brightest yellow leaves and putting them into the pocket of his sweatshirt. Along with a whole handful of helicoptered seeds.

Rappity-rappity-rappity-rap! He reports to the door, signing that the work is done. As he walks away up the street I see him tossing one helicoptered seed into the air at a time. Fringe benefits. I stand in my own door in my own silence, smiling at his grace. Fringe benefits.

Tomorrow I will go out and push the pile of leaves over the bank into the compost heap at the bottom of the ravine behind our house. I will do it in silence. The leaves and seeds will have to work out their destiny there this year. I could not feel right about undoing his work. My experiment with science will have to stand aside for something more human. The leaves let go, the seeds let go, and I must let go sometimes, too, and cast my lot with another of nature's imperfect but tenacious survivors.

Hold on, Donnie, hold on.

1. What schema did you bring to the story?

2. How is it now changed?

Directions for Administering the CLOZE Procedure An Informal Reading Inventory

Summarized from *Diagnosis and Correction of Reading Difficulties* by Barbara E.R. Swaby

The cloze procedure is a method of assessing a reader's passage comprehension by omitting every "nth" word and asking readers to fill in the blanks with the deleted word. (Taylor 1953, Warwick 1978, McCormick 1987). This procedure is especially effective in n the workplace for assessing adult reading levels because it identifies the accuracy with which students can supply deleted words by depending on context clues. The procedure is generally used for three major purposes:

1. For placement (to determine the level at which students should be placed for instructional purposes).

2. For diagnosis (to diagnose the extent of a student's ability to use context).

3. For remediation (to provide practice in comprehension and word recognition skills).

The Cloze Procedure Used for Placement Purposes:

The three generally accepted levels of reading include the independent, instructional, and frustration levels.

-The independent level is the level at which an individual can read without assistance and with high levels of word recognition and comprehension.

-The instructional level is the level at which readers succeed if direct instruction or assistance in interpreting text is provided.

-The frustration level is the level at which the reader cannot succeed because the material is too difficult.

The cloze procedure may also be used to identify material that written on the instructional level in order to develop appropriate curriculum or to identify the difficulty associated with specific workplace reading materials and develop strategies for assistance such as charts, graphs, definitions of terms, or peer collaboration.

How to Develop a Cloze Procedure:

1. Select a passage of 100 to 200 words long. The passage should be new to students. If you want to know reading levels apply the Gunning Fog Index or Frye Readability Inventory to the passage.

2. Leave one or two opening sentences intact so that readers get the initial context.

3. Count words, replacing every fifth word with a blank. If the fifth word is a proper noun, replace the next word instead.

4. Continue until you have fifty blanks. This suggestion should begin approximately at the 6th grade level or higher because of the length of the paragraph needed to get fifty blanks.

5. Students should be assessed with two or three passages before a decision is made, particularly in workplace settings where reading passages vary a great deal in readability. (Readability not only refers to reading level but to how well to the passage is written.)

Scoring the Cloze:

In scoring cloze passages, only exact matches are accepted when using the test for placement.

60% to 100%	Independent level
40% to 59%	Instructional level
39% and lower	Frustration level

If you are using the test for diagnosis of reading difficulties such as vocabulary, use of pronouns, signal words (since, because, etc.) you may delete all of these types of words from a passage and assess the kind of words that students substitute. The cloze may be adapted to assess students' knowledge of the vocaubulary and key concepts from the passage. To do this, simply delete the main vocabulary or key concepts. When the cloze is used diagnostically, scoring is not restricted to exact matches. Words are accepted as correct if they make sense grammatically and semantically (in meaning).

References: Swaby, Barbara, Diagnosing and Correcting Reading Difficulties, 1989. Herbert Herber, Teaching Reading in Content Areas, 1978.